

School-based Guidelines on Mandatory Reporting of Child Abuse Cases

強制舉報虐待兒童 校本執行指引

School-based Guidelines on Mandatory Reporting of Child Abuse Cases *.....3-13

強制舉報虐待兒童校本執行指引|.....14-26

**In the event of any discrepancy between the English translation and the Chinese original, the Chinese version shall prevail.*

Po Leung Kuk Tong Nai Kan Junior Secondary School

School-based Guidelines on the Mandatory Reporting of Child Abuse

Chapter 1 Background and Objectives

The Mandatory Reporting of Child Abuse Ordinance (the Ordinance) came into operation on 20 January 2026. The Government has introduced the Guide for Mandated Reporters and relevant support measures to facilitate specified professionals in fulfilling the mandatory reporting obligation.

In line with Education Bureau Circular No. 15/2025 on Handling Suspected Cases of Child Abuse/Maltreatment and Domestic Violence, schools should refer to the Child Protection Guide, the Guide for Mandated Reporters, and relevant EDB/SWD circulars, guidelines and codes of practice from time to time to establish or enhance internal mechanisms, procedures and measures for the prevention and proper handling of suspected child abuse cases.

This school-based guideline is formulated with reference to the Ordinance, the Guide for Mandated Reporters, the Child Protection Guide, EDB Circular No. 15/2025, and the flowchart on identification and reporting of suspected child abuse/maltreatment cases.

1. Policy principles

- Adhere to the mission of “Protecting the Young and the Innocent”
Link the long-standing charitable mission of Po Leung Kuk to the core principle of safeguarding children’s rights, safety, and development.
- Maintain a zero-tolerance stance
Adopt a zero-tolerance position toward any form of harm to children, and remain committed to preventing, identifying, and stopping all violent and harmful behaviour.
- Place children’s welfare first
In handling any incident, child protection must be the starting point, with the child’s immediate safety and best interests as the first priority.
- Build a safe environment and culture
Through school-based policies and measures, create a positive culture of safety so that children can grow and develop in a secure and caring environment.
- Fulfil legal responsibilities
In line with the Mandatory Reporting of Child Abuse Ordinance, support professionals in identifying and fulfilling their legal reporting duties, ensuring that children receive timely intervention and support.

2. Legal Responsibilities and Protections for Specified Professionals

The Ordinance stipulates that 25 categories of specified professionals from the social welfare, education, and medical/healthcare sectors must report as soon as practicable if, during the course of their work, they have reasonable grounds to suspect that a child "is suffering serious harm" or "is at real risk of suffering serious harm" (elements constituting serious harm are listed in Schedule 2 of the Ordinance). To this end, the Government has formulated the Guide for Mandated Reporters (the "Guide") to provide guidance for specified professionals for reference.

Reporting is the personal legal responsibility of the relevant professionals; neither Po Leung Kuk (the organization) nor the school can discharge this responsibility on their behalf. Seeking instructions from or consulting superiors does not constitute completion of reporting. Mandated reporters must personally fulfill their statutory reporting obligations. Under the Ordinance, no person (including the Principal or other school staff) may intentionally obstruct or prevent specified professionals from making a report, disclose the identity of the reporting specified professional, or disclose

information that could lead to the inference of such identity, failing which they will be liable to criminal penalties. Furthermore, specified professionals will not incur any civil or criminal liability solely by virtue of making a report, nor will they be regarded as having breached any code of professional conduct or ethics, or departed from accepted standards of professional conduct.

3. Data Confidentiality and Privacy Protection

When following up on suspected serious child abuse cases, the school must handle relevant information with care to protect the identity of the reporter. At the same time, confidentiality measures must be adopted for all case-related information to safeguard the privacy rights of students and relevant parties.

4. Duty of Collaboration

After reporting, specified professionals must continue to cooperate with investigations by relevant departments, provide appropriate information, and attend multi-disciplinary case conferences as required.

5. Scope of application

This guideline applies to all staff members and relevant service partners of the school, including any specified professionals under the Ordinance.

Chapter 2 Prevention and Identification

Preventive Measures

1. Rigorous Recruitment and Screening

- **Sexual Conviction Record Check**

All applicants for positions involving regular contact with students, including full-time, part-time, and contract staff, must undergo screening and provide a report to ensure that they have no relevant criminal record.

- **Multi-dimensional Interview Assessment**

Interview questions should include topics on child protection awareness, with the applicant's values and professional conduct assessed, together with strict verification of qualifications and experience.

- **Guidelines and Requirements**

Employment contracts should clearly specify that staff must comply with relevant laws and guidelines, such as the Mandatory Reporting of Child Abuse Ordinance, the Guidelines on Teachers' Professional Conduct, the Guidelines on School Personnel Management for IMC Schools, and the Po Leung Kuk Code of Conduct for Staff.

2. Environment Safety and Risk Management

- **Pre-activity Risk Assessment**

Risk assessments must be conducted before outdoor activities, visits, or pick-up/drop-off arrangements, and targeted safety precautions must be put in place

- **Behavioural Boundaries and Charter**

- Management of third-party personnel: Volunteers, interns, and service contractors (such as tutors for interest classes, coaches, school bus drivers, etc.) must sign an agreement to confirm

that they are aware of and will comply with Hong Kong's Mandatory Reporting of Child Abuse Ordinances, the Po Leung Kuk Child Protection Guidelines, and this guideline.

- Avoiding isolation: In line with the Guidelines on Teachers' Professional Conduct, adults should avoid being alone with a single student in enclosed or secluded spaces whenever possible. If individual counselling is necessary, doors and windows should remain transparent and visible.

3. Community Awareness and Empowerment

- Student self-protection education
 - Use a friendly approach, such as scenario-based learning, role play, and school notice boards, to help students understand their rights, recognize situations involving harm or abuse, and learn to set personal boundaries. The aim is to strengthen students' self-esteem and resilience, so that they have the confidence to protect themselves when facing peer pressure or negative emotions.
 - Clearly identify trusted adults whom students can approach for help, such as subject teachers, class teachers, guidance teachers, or social workers.
- Parent collaboration and transparency
 - Broaden communication channels:
Establish regular communication platforms, such as parent notices, parent meetings, annual opinion surveys, and the parent information page on the intranet, to share this guideline and the Po Leung Kuk Child Protection Policy, so that parents understand the school's reporting mechanism.
 - Professional support:
Invite professional organizations and school social workers to give educational talks and provide child protection resources and support, helping parents enhance their children's safety awareness and promoting a protective partnership between home and school.

4. Ongoing Training and Supervision

- Professional Development
All specified professionals in the school must participate regularly in relevant training and keep records on file for at least three years. They must complete the Social Welfare Department's "Child Protection Online Training" and obtain the corresponding certificates. Newly appointed specified professionals must also complete this course and obtain the corresponding certificates within the required period.
- Annual review and acknowledgement
Each year, specified professionals in the school must read this school-based guideline, the Guide for Mandated Reporters, and the EDB Circular No.15/2025, Handling Suspected Cases of Child Abuse/Maltreatment and Domestic Violence, and sign an agreement.
- Performance appraisal mechanism
Professional conduct and development should be included in the performance appraisal form to assess teachers' implementation of the relevant guidelines.

Identification of Signs of Child Abuse

Specified professionals and other relevant staff working in the school should refer to the indicators set out in Chapter 3, Section 3.8.9 of the School Administration Handbook (Handbook) on handling child abuse cases, as well as the “Guide”, in order to identify signs of physical abuse, neglect, sexual abuse, and psychological abuse.

Chapter 3 Risk Assessment, Case Classification and Handling Procedures

When staff observe signs of child abuse or receive a report, they should strictly follow four stages: Immediate Intervention, Professional Assessment, Timely Reporting, and Ongoing Follow-up.

Stage 1. Immediate intervention and protection

1. Ensure Immediate Safety: Stop the harmful behaviour at once and move the student away from the dangerous environment.
2. Emergency medical treatment: If the student is injured, arrange immediate medical treatment; if there is an immediate threat to life, call 999.
3. Restrict contact: Where safe to do so, prevent the suspected abuser from approaching the affected student or other related children

Stage 2. Preliminary assessment and information gathering

1. Collect basic information : The school should immediately activate its school-based emergency mechanism or crisis management procedure, and assign the school social worker and designated personnel, such as a designated teacher or guidance staff, to understand the nature of the incident, the child’s physical and mental condition, the identity of the alleged abuser, and the time and place of the incident.
2. Avoid repeated questioning: Follow the Guide’s advice and avoid repeatedly probing for details or using leading questions, so as to prevent secondary harm to the student.
3. Preserve evidence: Properly retain relevant evidence, such as objects used in the assault, and review and archive CCTV records, if any.
4. Physical assessment procedures: If an injury needs to be assessed, explain the purpose to the student and obtain consent first. It is recommended that two staff members conduct the assessment, and photographing private parts is strictly prohibited.

Stage 3. Decision making and Reporting

1. Apply the decision making framework
 - Specifies professionals should use the “e-report platform” Decision Trees and Supplementary Analytical Frameworks (<https://www.mrr.gov.hk/mr/decision-making>) to assess whether the case constitutes “serious abuse requiring mandatory reporting”.
 - If there are reasonable grounds to suspect that the student is being harmed or is at real risk of serious harm, report it as soon as possible in accordance with the law.
 - To safeguard the student’s physical and mental wellbeing, the Principal or Vice-Principal should be contacted as early as possible. This helps the school mobilize resources quickly and activate contingency measures to provide timely support.
2. Case classification

- **Cases outside mandatory reporting scope**

(Refer to Appendix 1: School-based Flowchart for Identification and Reporting of Suspected Child Abuse): Contact the parent or guardian and have the school social worker provide counselling and follow-up. If staff are involved, report to the Principal or Vice-Principal and continue monitoring and supervision.

Reporting Procedures:

(Refer to Appendix 1: School-based Flowchart for Identification and Reporting of Suspected Child Abuse):

- Report to the Principal or Vice-Principal
- Report to the Social Welfare Department’s Family and Child Protective Services Unit for handling in non-known cases, or to the social worker responsible for the case, and proceed with reporting, support, and continued observation in accordance with the Procedural Guide for Multi-disciplinary Co-operation.
- Contact the parent/guardian and provide appropriate support.
- The Principal or other teaching staff must report to the PES (Higher, Secondary and Special Education) within two working days, and the PES (Higher, Secondary and Special Education) will consider whether the school sponsoring body’s management and the school supervisor should be informed.

- **Cases within the mandatory reporting scope**

(Refer to Appendix 1: School-based Flowchart for Identification and Reporting of Suspected Child Abuse):

If there are reasonable grounds to suspect that the student is suffering serious harm or is at real risk of such harm, report it as soon as possible in accordance with the law.

To discharge the statutory duty, the school’s specified professionals should make the report in the manner set out in Chapter 3 of the Guide. In emergencies, for example where the student requires rescue, treatment and/or law enforcement action, call the Police Emergency Hotline 999 immediately to make an emergency report or seek urgent assistance. For non-emergency reporting, contact any police station by phone or in person, or the Social Welfare Department’s Family and Child Protective Services Unit, and complete the report in the specified manner where practicable, such as by submitting the required information through the “e-Report Platform – Mandatory Reporting of Child Abuse”.

Reporting Procedures:

- Make the report in the specified manner set out in Chapter 3 of the Guide. In Emergencies, for example where the student requires rescue, treatment and/or law enforcement action call 999 immediately for emergency report or urgent assistance.
- Report to the Principal or Vice-Principal. The Principal or other teaching staff should promptly report to the PES (Higher, Secondary and Special Education) so that the appropriate school sponsoring body management and school supervisor can be informed. To safeguard the student’s physical and mental wellbeing, contact the Principal or Vice-Principal at an early stage, as this helps the school quickly allocate resources and activate response mechanism

- The designated personnel must inform the parent or guardian of the report. However, if the parent/guardian is the suspected abuser, prior consent is not required. If the school needs to approach the parent during the assessment process, it should first seek advice from the relevant unit or social worker.
3. Establish a task force
- A task force should be formed to support and follow up the case. Members may include the Principal, Vice-Principal, Guidance Head, Class Teacher, Social Worker, Student Counsellor, and Educational Psychologist (refer to Appendix 2: Po Leung Kuk Child Protection Policy – specialist Handling by Category)
4. Mandatory reporting mode
- Reporting method
Reporters should make the report in accordance with the Guide or by the following means:
 - Make the report in the specified manner set out in Chapter 3 of the Guide. In emergencies, for example where the student requires rescue, treatment and /or law enforcement action, call 999 immediately for an emergency report or urgent assistance.
 - Electronic platform (<https://www.mrr.gov.hk/mr/menu>): submit the written report through the “e-Report Platform” and keep a copy of the Acknowledgement Form on file.
 - Team reporting
Where multiple specified professionals are handling the same suspected case, they may choose team reporting, in which a designated member represents the team and submits the information to the authorities in accordance with the procedure, thereby simplifying the process and avoiding duplicate reports
 - Confidentiality and protection
Disclosure of the reporter’s identity is strictly prohibited, and all case records must be filed as confidential documents.
5. Record filing
- After submitting the written report, obtain and keep a copy of the “Acknowledgement Form” as a record, and file it as a confidential document.

Chapter 4 Procedures for Handling Cases Involving Teaching Staff

1. Immediate administrative action

- Reporting mechanism:
 - If a staff member is suspected of being the perpetrator, the matter must be reported immediately to the Principal or Vice-Principal, and the Principal must report it to the PES (Higher, Secondary and Special Education) or the Deputy Executive Director.
 - For any suspected child abuse case involving teaching staff, including sexual abuse, the Principal must notify the SSDO of the relevant region as soon as possible. If the staff member concerned is the Principal, the matter should be reported to the relevant departments by the PES (Higher, Secondary and Special Education) or the Deputy Executive Director.
- Isolation and suspension:

- No contact: The staff member concerned must be strictly prohibited from contacting any service recipients (students), unit documents, or relevant records.
- The staff member's access to the school computer system and other systems must be temporarily suspended.
- The school must not enter into any private arrangement with the staff member concerned, such as agreeing to stop the investigation in exchange for resignation. Whether or not the staff member leaves the post, the investigation must continue.

2. Procedures during investigation

- Manpower redeployment: If the suspension of multiple staff members affects operations, other service units should redeploy manpower in accordance with instructions from the supervisory level.
- Principle of procedural fairness: During the police investigation, supervisors should not discuss the details of the suspected child abuse case with the staff member concerned, so as to ensure the fairness of the investigation.

3. Follow-up after outcome assessment

- **If the staff member is found not to be the perpetrator:** Reinstatement should be arranged as soon as possible, and counselling support services should be provided according to the staff member's wishes and needs.
- **If the staff member is found to be the perpetrator:** The case should be handled seriously in accordance with the school's Staff Disciplinary Policy.

4. Professional support and impact assessment

- The school crisis management team should, as needed, coordinate with the school psychologist or social worker to provide timely emotional support and professional counselling to affected students and their parents.
- Child safeguarding-related training should be provided to strengthen staff awareness of how to identify, handle, and report suspected child abuse cases.

Chapter 5 Ongoing Follow-up

1. Case follow-up

- Participation in meetings: Attend multi-disciplinary case conferences (MDCC) and cooperate with the Social Welfare Department or the Police in drawing up the student's best welfare plan and assist in implementing relevant in-school support measures as required.
- Internal reporting: The designated case officer must report case developments to the Principal or Vice-Principal in a timely manner so that the school can receive further instructions and coordinate resources.

2. In-school support and long-term monitoring

- Student support: Counselling should be provided by the school social worker or educational psychologist, and an in-school safety network should be established for the student.
- Learning adjustments: Flexible academic or attendance arrangements should be provided as needed to ensure that the student's learning and school life are not seriously affected by the case.

- Ongoing monitoring: Staff should continue to observe the student's behaviour and regularly communicate progress with the case supervisor, whether from the Social Welfare Department or the social worker.

3. Periodic review

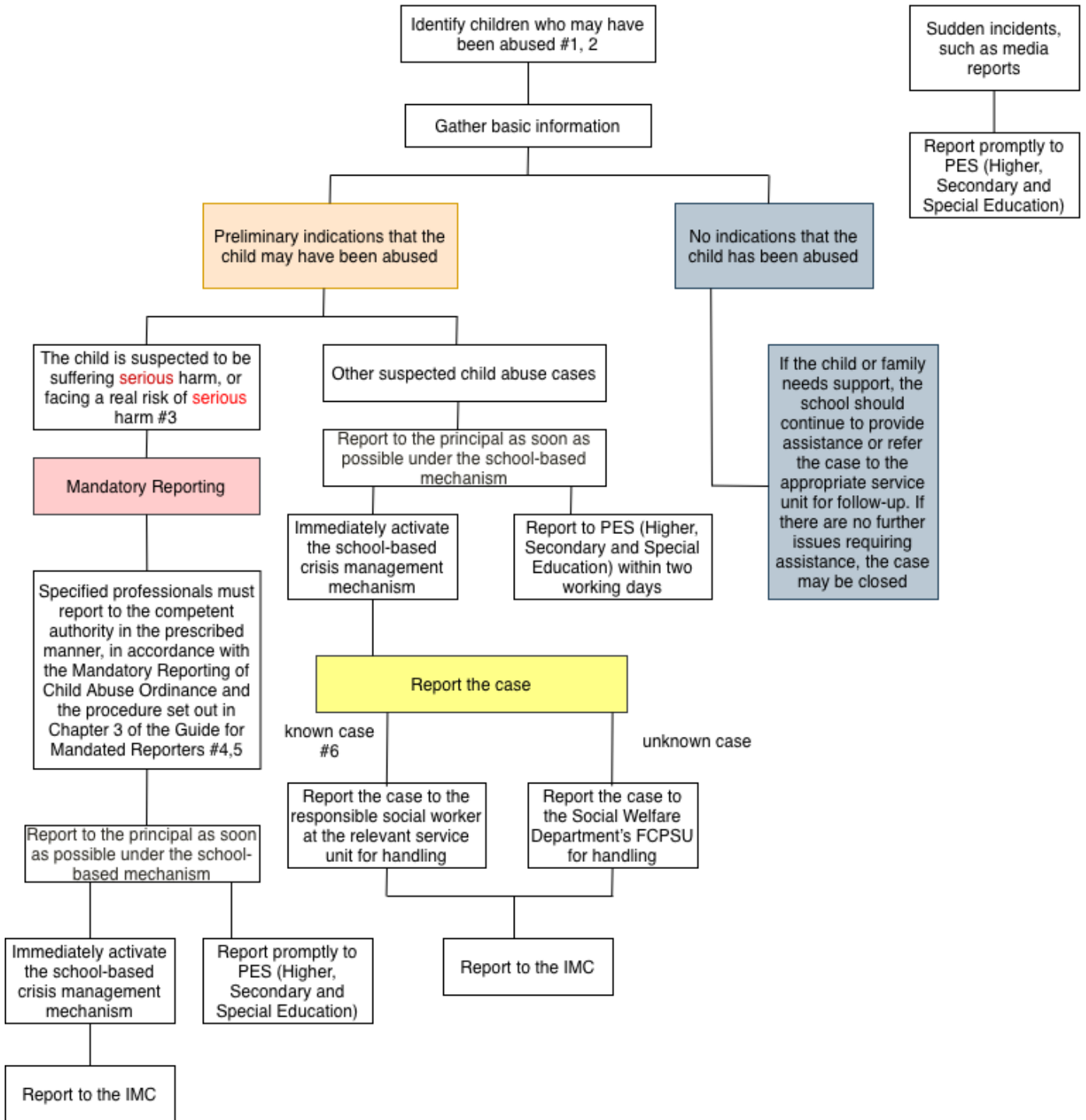
The school-based guideline should be reviewed every three years.

4. Reference documents

- Mandatory Reporting of Child Abuse Ordinance
- Guide for Mandated Reporters (updated January 2026)
- Reporting Platform – Mandatory Reporting of Child Abuse
- Education Bureau School Administration Guide (November 2025 edition)
- Education Bureau Circular No. 15/2025, Handling Suspected Cases of Child Abuse/Maltreatment and Domestic Violence
- Education Bureau, FAQs on the Mandatory Reporting of Child Abuse Regime
- Education Bureau, Identification and Reporting of Suspected Child Abuse Cases
- Social Welfare Department (January 2026), Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation
- Po Leung Kuk Child Protection Policy

School-based Flowchart for Identification and Reporting of Suspected Child Abuse

Attachment 1

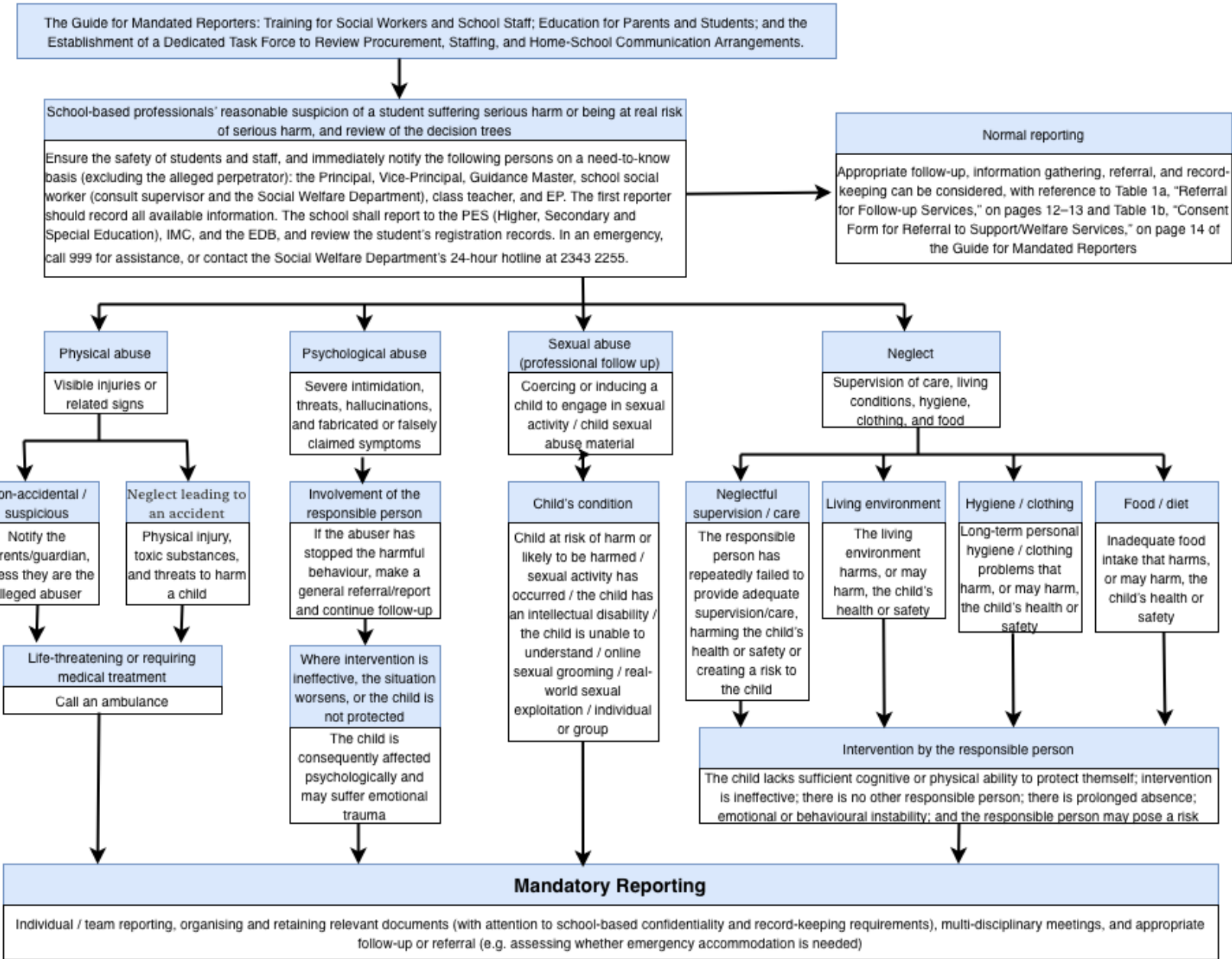


Note:

1. The Mandatory Reporting of Child Abuse Ordinance defines a “child” as a person under 18 years of age.
2. For details on identifying, handling initially, and reporting suspected child abuse cases, schools should also refer to Chapter 4 of the Protecting Children from Maltreatment — Procedural Guide for Multi-disciplinary Co-operation and Section 3.8.9 of the School Administration Guide.
3. The elements constituting “serious harm” are set out in Schedule 2 of the Ordinance.
4. The list of “specified professionals” is in Schedule 1. An individual specified professional does not need the consent of any other person to make a mandatory report.
5. In an emergency, such as when the victim child needs rescue, treatment, and/or urgent law-enforcement assistance, the school’s specified professional should call the 999 emergency hotline as soon as possible to make an emergency report or seek immediate help. In non-emergency cases requiring reporting, the specified professional should contact or visit any police station, or the Social Welfare Department’s Family and Child Protective Services Unit, and, where practicable, complete the report in the prescribed manner, for example by submitting the required information through the “Reporting Platform — Mandatory Reporting of Child Abuse.” To facilitate multiple specified professionals reporting the same case, they may, under the school-based mechanism, agree that one of them will make a team report in accordance with the procedures in Chapter 3 of the Guide for Mandated Reporters. Specified professionals may also choose to make a report individually.
6. A “known case” refers to cases handled by different service units, including casework units of the Social Welfare Department and non-government organisations. Some known cases may also be reported to the Social Welfare Department’s Family and Child Protective Services Unit for initial assessment, child protection investigation, and the convening/hosting of multidisciplinary case conferences concerning suspected child abuse. For details, please refer to the annex of the Protecting Children from Maltreatment guide on the definition of “known cases” in welfare organisations.

Po Leung Kuk Child Protection Policy – Designated Handling by Category

Attachment 2



《保良局唐乃勤初中書院強制舉報虐待兒童校本執行指引》

第一章 — 背景及宗旨

《強制舉報虐待兒童條例》（《條例》）已於 2026 年 1 月 20 日起生效。政府根據《條例》推出《強制舉報者指南》（《指南》）以及各項支援措施，為《條例》訂明的指明專業人員（即指明專業人員或強制舉報者）作出強制舉報提供實務指引以作參考。

根據教育局通告第 15/2025 號《處理懷疑虐待兒童及家庭暴力個案》，學校應遵照《保護兒童指引》，並參考《指南》及教育局／社署不時發出的相關指引／通告／實務守則，建立或完善校內機制、程序及措施，以預防虐待兒童事件發生及妥善處理懷疑虐待兒童個案，為有需要的兒童及其家庭提供適當的援助。校方亦應確保有關機制及程序具透明度及認受性，並有效地推行。

本校現根據有關《條例》、並參考《指南》、《保護兒童指引》、教育局通告第 15/2025 號、「識別及通報懷疑虐待兒童個案」流程圖，制定本《強制舉報虐待兒童校本執行指引》。

基本宗旨

- **秉承「保赤安良」宗旨：**
連結保良局歷史悠久的慈善宗旨，將保障兒童權利、維護其安全與發展視為核心理念。
- **持零容忍態度：**
對任何形式傷害兒童的行為採取零容忍立場，致力預防、發現及阻止一切暴力與傷害行為。
- **以兒童福祉為首要考慮：**
在處理任何事件時，必須以保護兒童為出發點，首要確保兒童當前的安全與最佳利益。

- **強調平等保護權利：**
強調所有兒童（不論身分、性別、宗教或族裔）均擁有平等的受保護權利，免受虐待或剝削。
- **構建安全環境與文化：**
透過制定校本政策與措施，創造積極的安全文化，讓兒童能在安全與關愛的環境下成長及發展。
- **履行法律責任：**
配合《強制舉報虐待兒童條例》，協助專業人員辨識並履行法律舉報責任，確保兒童得到及時的介入與支援。

指明專業人員之法律責任及保障

《條例》規定社會福利界、教育界和醫療衛生界的 25 類指明專業人員如在工作過程中察覺有合理理由懷疑兒童「正遭受嚴重傷害」或「正面對遭受嚴重傷害的實際風險」（《條例》附表 2 已列出構成嚴重傷害的元素），須儘快作出舉報。就此，政府制訂《強制舉報者指南》（《指南》），為指明專業人員提供指引以作參考。

舉報是相關專業人員的個人法律責任，保良局（機構）或學校不能代其履行相關責任。向上級請示或諮詢意見，並不等同完成舉報。強制舉報者必須親自履行法定的個人舉報責任。

根據《條例》規定，任何人（包括校長或其他學校人員）不得故意阻止／阻礙指明專業人員作出舉報，或披露作出舉報的指明專業人員的身分，或披露能夠藉以推論出該身分的資料，否則會負上刑責。此外，指明專業人員亦不會僅因作出舉報而招致任何民事或刑事法律責任，或被判斷為違反任何專業操守或專業道德的守則，或偏離任何為人接受的專業操守的標準。

資料保密與私隱保障

學校在跟進懷疑嚴重虐兒個案時，應小心處理有關的資料，以保障舉報人員的身分。同時，所有涉及個案的資料也必須採取保密措施，保護學生及相關當事人的私隱權。

協作義務

指明專業人員在舉報後必須持續配合相關部門的調查，提供適切資料並按需要出席多專業個案會議。

適用範圍

本《強制舉報虐待兒童校本執行指引》適用於學校內所有員工及相關合作人員。

第二章 — 預防與辨識

預防措施

1. 嚴謹的人才招聘與篩查

- **性罪行定罪紀錄查核：**

所有涉及與學生有經常接觸崗位的申請人（包括全職、兼職及合約員工），必須進行查核並提供報告，確保其無相關犯罪紀錄。

- **多維度面試評估：**

面試時須加入針對「保護兒童意識」的提問，評估申請者的價值觀與專業操守，並進行嚴格的資歷查核。

- **指引及要求：**

在僱傭合約中明確列明員工須遵守相關法律及指引，如《強制舉報虐待兒童條例》、《教師專業操守指引》、《法團校董會學校人事指引》及《保良局教職員行為守則》。

2. 環境安全與活動風險管理

- **事前風險評估：**

進行戶外活動、參觀或接送安排前，必須進行風險評估，並制定針對性的安全防範措施。
- **行為界線與約章：**
 - **第三方人員管理：**義工、實習生、服務承辦商（如興趣班導師、教練、校車司機等）均須簽署承諾書，確保其知悉及遵守香港《強制舉報虐待兒童條例》、《保良局守護兒童指引》及本指引。
 - **避免獨處：**遵循《教師專業操守指引》建議，盡量避免成人與單一學生在封閉或隱蔽空間獨處，如需個別輔導，應保持門窗透明可見。

3. 社群意識建立與賦能

- **學生自我保護教育：**
 - 使用青少年友善的方式（如情境模擬、角色扮演、校園展板）幫助學生認識自身權利、識別傷害或虐待場景，並學會為自身訂立保護界線。目的是提升學生的自尊感與抗壓能力，使他們在面對同儕壓力或負面情緒時，更有勇氣保護自己。
 - 明確告知學生可信賴的求助對象（例如科任老師、班主任、轉導老師或社工）。
- **家長協作與透明化：**
 - **擴闊溝通渠道：**

建構常態化的溝通平台，例如：家長通告、家長會議、年度意見調查、內聯網家長資訊站等分享本指引及《保良局守護兒童政策》，以確保家長理解學校的舉報機制。
 - **專業支援：**

邀請專業團體、駐校社工等開辦教育講座，同時提供兒童安全保護資源與支援，指導家長提升子女安全意識，推動家庭與學校形成保護力。

4. 持續培訓與督導監察

- **專業發展：**

校內指明專業指定人員均需定期參加相關培訓及存檔紀錄（保存不少於三年）。他們須完成社署的「保護兒童網上課程」並取得證書。新入職指定人員則須於限期內完成此課程並取得證書。

- **年度閱簽：**

校內指明專業指定人員每年均需閱讀此校本指引、《強制舉報者指南》（《指南》）以及教育局通告第 15/2025 號《處理懷疑虐待兒童及家庭暴力個案》，並簽署確認。

- **考績機制：**

於考績表中加入專業操守及發展項目，以評估教師對相關指引的執行情況。

虐兒跡象辨識

於本校工作的指明專業人員及其他相關教職員應參考《學校行政手冊》（《手冊》）第三章 3.8.9 虐待兒童個案的處理內的指標及《指南》，辨識包括身體虐待、疏忽照顧、性虐待及心理虐待的徵狀。

第三章 — 風險評估、個案分類與處理程序

當教職員觀察到虐兒跡象或接獲舉報時，應嚴格遵循「即時介入、專業評估、適時舉報、持續跟進」四個階段：

第一階段：即時介入與保護

1. **確保當前安全：**即時制止傷害行為，將學生移離危險環境。
2. **緊急醫療處理：**若學生受傷，應立即送醫；若有即時生命危險，必須立即撥打 999 求助。
3. **限制接觸：**在安全情況下，防止懷疑施虐者接近受害學生或其他相關兒童。

第二階段：初步評估與資料蒐集

1. **基本資料蒐集**：校方須即時啟動校本應急機制或危機處理程序，並指派學校社工及專責人員（如指定教師或輔導人員）人員需了解事件性質、身心狀態、施虐者身分及時地等。
2. **避免反覆盤問**：遵循《指南》建議，避免反覆盤問細節或引導式提問，以防止學生承受二次傷害。
3. **證據保留**：妥善保存相關證物（如施襲物品）及翻查並存檔閉路電視紀錄（如有）。
4. **身體檢查規範**：如需檢查傷勢，須先向學生解釋並徵得同意，建議由兩名員工進行，且嚴禁拍攝涉及私隱部位的照片。

第三階段：決策與舉報

1. 應用決策框架

- 指明專業人員應透過「舉報電子平台」完成決策流程圖及輔助分析框架(<https://www.mrr.gov.hk/mr/decision-making>) 評估，識別是否構成「需強制舉報的嚴重虐待」。
- 若發現有合理理由懷疑學生正受傷害或面臨嚴重傷害風險，應儘快依法舉報。
- 為了守護學生的身心福祉，應儘早與校長或副校長聯繫。這能協助學校迅速調配資源並啟動應變機制，為學生提供適時的支援。

2. 分類處理

- **不屬強制舉報範疇（參考附件一：《識別及通報懷疑虐待兒童個案》校本流程圖）**：
聯絡家長或監護人，由駐校社工提供輔導及跟進。如涉及職員需向校長或副校長報告，及進行持續監察與督導。

通報程序（參考附件一：《識別及通報懷疑虐待兒童個案》校本流程圖）：

- 通報校長或副校長。

- 通報社署保護家庭及兒童服務課處理（非已知個案）或通報有關個案的社工跟進，並按《多專業合作程序指引》進行通報、提供支援並持續觀察。
 - 聯絡家長／監護人，提供適切支援。
 - 校長或其他教學人員須於兩個工作天內通報至教育總主任（專上、中學及特殊教育），並由教育總主任（專上、中學及特殊教育）考慮是否需要轉告辦學團體管理層及學校校監。
- 屬強制舉報範疇（參考附件一：《識別及通報懷疑虐待兒童個案》校本流程圖）：
- 若有合理理由懷疑學生「正遭受嚴重傷害」或有實際風險，必須依法儘快舉報。

為履行法定責任，學校的指明專業人員應依照《指南》第三章所述的指明的方式作出舉報，在緊急情況下，例如學生需救援、治療及／或執法，應儘快致電 999 警方緊急熱線作緊急舉報或尋求即時協助；就非緊急情況而須舉報的情況下，應透過電話聯絡或親身前往任何一間警署，或社署保護家庭及兒童服務課（服務課），並在切實可行的情況下依照指定方式完成舉報，例如透過「舉報平台－強制舉報虐待兒童」（舉報平台）提交所需資料。

通報程序：

- 依照《指南》第三章所述的指明的方式作出舉報，在緊急情況下，例如學生需救援、治療及／或執法，應儘快致電 999 警方緊急熱線作緊急舉報或尋求即時協助。
- 通報校長或副校長，校長或其他教學人員須儘快通報至教育總主任（專上、中學及特殊教育），以便轉告合適的辦學團體管理層及學校校監。為了守護學生的身心福祉，應儘

早與校長或副校長聯繫。這能協助學校迅速調配資源並啟動應變機制，為學生提供適時的支援。

- 專責人員須就通報事宜知會父母或監護人。惟若對方為涉嫌施虐者，則無需預先取得其同意即可通報。校方在評估過程中如需與家長接觸，應先諮詢相關單位或社工之處理意見。

3. 成立「案件專責小組」

- 成立個案專責小組，支援與跟進個案。小組成員可包括校長、副校長、輔導主任、班主任、社工、學生輔導員及教育心理學家（參考附件二：保良局守護兒童政策—不同類別的專責處理）。

4. 強制舉報模式

- 舉報方式
舉報人根據《指南》或用以下方式進行舉報
 - 依照《指南》第三章所述的指明的方式作出舉報，在緊急情況下，例如學生需救援、治療及／或執法，應儘快致電999 警方緊急熱線作緊急舉報或尋求即時協助。
 - 電子平台(<https://www.mrr.gov.hk/mr/menu>)：透過「舉報平台」提交書面報告，並保留「認收證明書」副本存檔。
- 團隊舉報
若多名指明專業人員處理同一懷疑個案，可選擇以團隊舉報方式進行，即由指定成員代表團隊，按程序向當局提交資料，以簡化流程並避免重複舉報。
- 保密與保護
 - 嚴禁披露舉報者身份，所有個案紀錄須以機密文件存檔。

5. 紀錄存檔

提交書面報告後，須獲取並保留「認收證明書」副本作為紀錄，並以機密文件存檔。

第四章 一個案涉及教職員之處理程序

1. 即時行政處置

- **通報機制：**
 - 若懷疑員工為施虐者，必須馬上通報校長或副校長，並由校長上報至教育總主任（專上、中學及特殊教育）或副行政總監。
 - 凡涉及教職員懷疑虐兒（含性侵）個案，校長須儘快通知所屬區域的教育局高級學校發展主任。如果涉事職員為校長，則交由教育總主任（專上、中學及特殊教育）或副行政總監通報相關部門。
- **隔離與停職：**
 - 禁止接觸：嚴禁涉事員工接觸任何服務對象（學生）、單位文件或相關紀錄。
 - 暫時停止該員工的學校電腦及系統存取權。
 - 校方嚴禁與涉案職員達成任何私下協議（如：以辭職換取停止調查）。不論職員是否離職，相關調查必須繼續進行。

2. 調查期間規範

- **人手調動：**若因暫停多名員工職務影響運作，其他服務單位應配合上級指示調動人手支援。
- **司法公正原則：**在警方調查期間，上級不應與涉事員工討論懷疑虐兒事件的內容，以確保調查的公正性。

3. 評定結果後續處理

- **若評定為非施虐者：**應儘快安排復工，並按員工意願與需要，提供心理輔導支援服務。
- **若評定為施虐者：**按學校之「員工紀律政策」嚴肅處理。

4. 專業支援與影響評估

- 校園危機處理小組須按需要，協調校心理學家或社工，為受影響學生及其家長提供適時的情緒疏導與專業諮商。

- 提供守護兒童相關訓練，加強員工辨識、處理及舉報懷疑虐兒個案的專業意識。

第五章 — 持續跟進

個案跟進

- **參與會議**：參與跨專業個案會議（MDCC），配合社署或警方擬定學生最佳福利計劃，並按需要協助執行校內的相關支援措施。
- **內部匯報**：個案專責職員須適時向校長或副校長匯報事件進展，以便校方獲取進一步指示及統籌資源。

校內支援與長期觀察

- **學生支援**：由駐校社工或教育心理學家提供輔導，並為學生建立校內安全網絡。
- **學習調整**：按需要提供彈性的學術或考勤安排，確保學生的學習生活不因個案受嚴重影響。
- **持續監察**：教職員應持續留意學生的表現，並定期與個案主管（社署或社工）溝通進度。

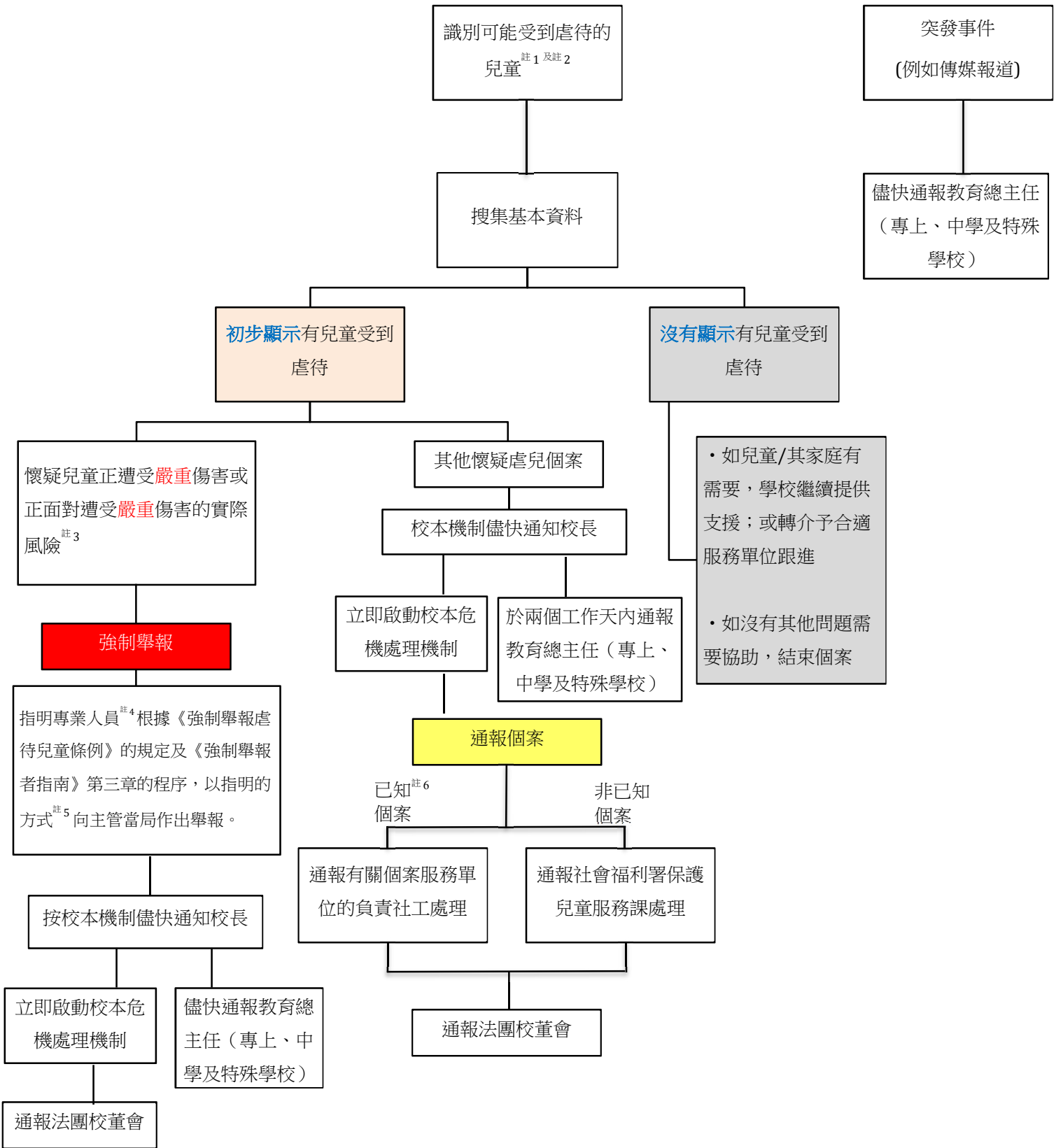
定期檢討

校本指引應每三年檢討一次。

參考文件

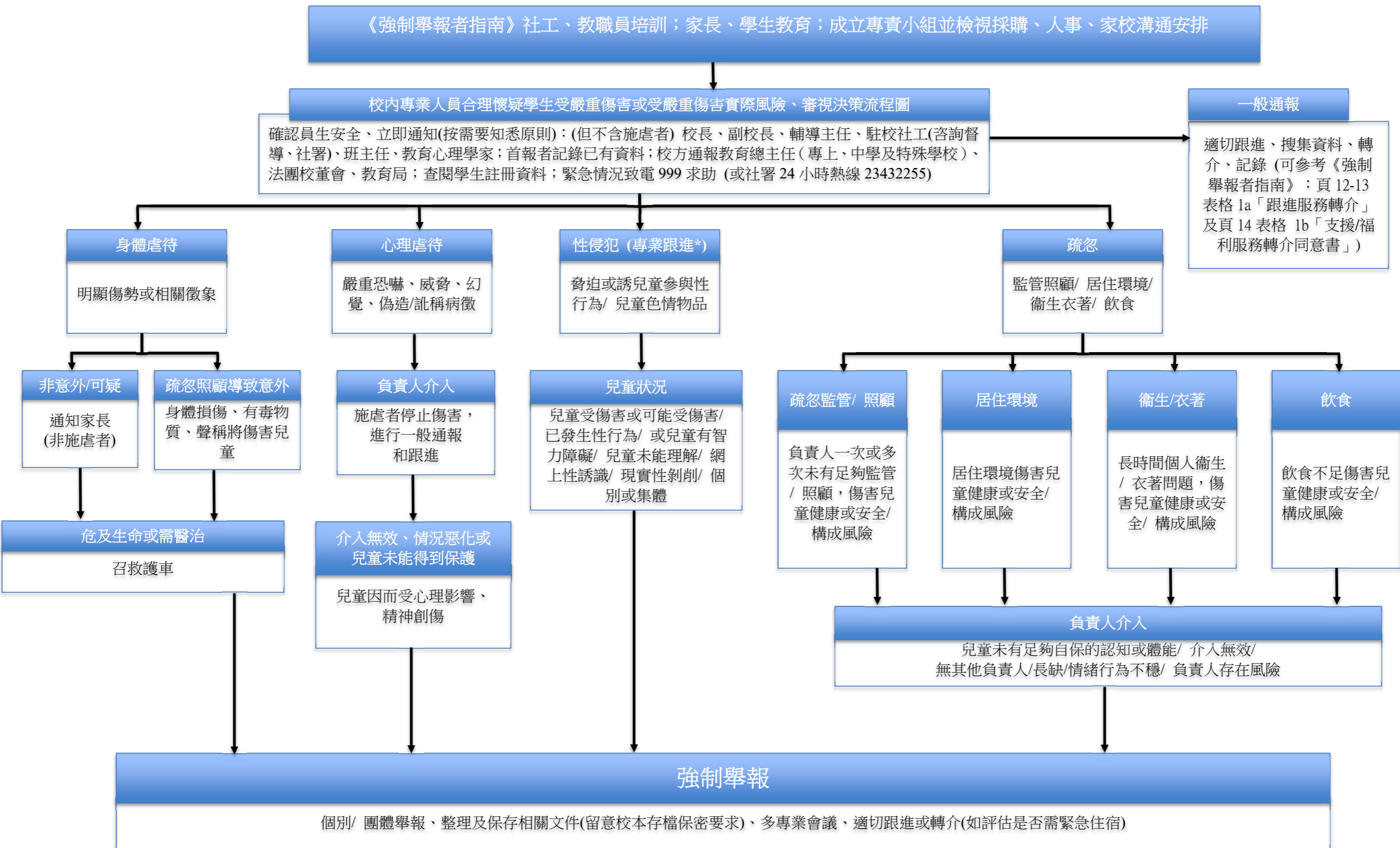
1. 《強制舉報虐待兒童條例》
2. 《強制舉報者指南》（2026年1月更新）
3. 舉報平台 – 強制舉報虐待兒童
4. 教育局《學校行政手冊》（2025年11月版）
5. 教育局：通告第15/2025號〈處理懷疑虐待兒童及家庭暴力個案〉
6. 教育局：〈強制舉報虐待兒童機制：常見問題 FAQs〉
7. 教育局：〈識別及通報懷疑虐待兒童個案〉
8. 社會福利署（2026.1）：《保護兒童免受虐待 — 多專業合作程序指引》
9. 《保良局守護兒童政策》

《識別及通報懷疑虐待兒童個案》校本流程圖



註:

1. 《強制舉報虐待兒童條例》(《條例》)把「兒童」定義為未年滿 18 歲的人。
2. 有關識別、初步處理及通報可能受到虐待兒童個案的詳情，學校應同時參考《保護兒童免受虐待—多專業合作程序指引》(《保護兒童指引》)第四章及《學校行政手冊》第三章 3.8.9 節。
3. 構成「嚴重傷害」的元素載於《條例》附表 2。
4. 「指明專業人員」列表載於《條例》附表 1。個別指明專業人員不需要獲得其他人士同意才作出強制舉報。
5. 在緊急情況下，例如受害兒童需救援、治療及／或執法的緊急情況下，學校的指明專業人員應儘快致電 999 緊急熱線作緊急舉報或尋求即時協助；就非緊急情況而須舉報的情況下，應透過電話聯絡或親身前往任何一間警署，或社會福利署（社署）保護家庭及兒童服務課，並在切實可行的情況下依照指定的方式完成舉報，例如透過「舉報平台—強制舉報虐待兒童」提交所需資料。為便利多名指明專業人員就相同個案作出舉報，指明專業人員可按校本機制，協議由其中一名指明專業人員根據《強制舉報者指南》第三章的程序作團隊舉報。指明專業人員亦可選擇自行作出舉報。
6. 「已知個案」是指各類由不同服務單位處理的個案，包括社署及非政府機構有提供個案服務的單位。部分已知個案亦可通報予社署保護家庭及兒童服務課，以進行初步評估、保護兒童調查及召開／主持保護懷疑受虐待兒童多專業個案會議。詳情參閱《保護兒童指引》的附件-福利機構「已知個案」定義。



《強制舉報者指南》社工、教職員培訓；家長、學生教育；成立專責小組並檢視採購、人事、家校溝通安排

校內專業人員合理懷疑學生受嚴重傷害或受嚴重傷害實際風險、審視決策流程圖

確認員生安全、立即通知(按需要知悉原則)：(但不含施虐者) 校長、副校長、輔導主任、駐校社工(諮詢督導、社署)、班主任、教育心理學家；首報者記錄已有資料；校方通報教育總主任(專上、中學及特殊學校)、法團校董會、教育局；查閱學生註冊資料；緊急情況致電 999 求助 (或社署 24 小時熱線 23432255)

一般通報

適切跟進、搜集資料、轉介、記錄 (可參考《強制舉報者指南》：頁 12-13 表格 1a「跟進服務轉介」及頁 14 表格 1b「支援/福利服務轉介同意書」)

身體虐待

明顯傷勢或相關徵象

非意外/可疑

通知家長 (非施虐者)

疏忽照顧導致意外

身體損傷、有毒物質、聲稱將傷害兒童

危及生命或需醫治

召救護車

心理虐待

嚴重恐嚇、威脅、幻覺、偽造/訛稱病徵

負責人介入

施虐者停止傷害，進行一般通報和跟進

介入無效、情況惡化或兒童未能得到保護

兒童因而受心理影響、精神創傷

性侵犯 (專業跟進*)

脅迫或誘兒童參與性行為/ 兒童色情物品

兒童狀況

兒童受傷害或可能受傷害/ 已發生性行為/ 或兒童有智力障礙/ 兒童未能理解/ 網上性誘識/ 現實性剝削/ 個別或集體

疏忽

監管照顧/ 居住環境/ 衛生衣著/ 飲食

疏忽監管/ 照顧

負責人一次或多次未有足夠監管/ 照顧，傷害兒童健康或安全/ 構成風險

居住環境

居住環境傷害兒童健康或安全/ 構成風險

衛生/衣著

長時間個人衛生/ 衣著問題，傷害兒童健康或安全/ 構成風險

飲食

飲食不足傷害兒童健康或安全/ 構成風險

負責人介入

兒童未有足夠自保的認知或體能/ 介入無效/ 無其他負責人/長缺/情緒行為不穩/ 負責人存在風險

強制舉報

個別/ 團體舉報、整理及保存相關文件(留意校本存檔保密要求)、多專業會議、適切跟進或轉介(如評估是否需緊急住宿)